DOCUMENT RESUME

ED 368 533 RC 019 554

| | |
|---|---|
| TITLE | Program Planner for Migrant Secondary-Aged Youth. |
| INSTITUTION | National Program for Secondary Credit Exchange and Accrual, Edinburg, TX. |
| SPONS AGENCY | Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.; Texas Education Agency, Austin. |
| PUB DATE | 93 |
| NOTE | 22p. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Community Involvement; Dropouts; *Educational Objectives; Educational Planning; *Migrant Education; Migrant Programs; Parent Participation; Personnel Management; *Program Development; *Program Implementation; Secondary Education; Services; *Student Needs; Student Recruitment |

ABSTRACT

This planner aims to assist program directors in establishing or enhancing secondary education programs for migrant students. A chart format enables review of essential elements of successful programs and facilitates discussion and planning of each element. The charts identify the task, the person responsible for accomplishing the task, the resources needed to accomplish the task, and the timeline for each task. Essential elements of successful migrant secondary programs covered by the charts are: (1) developing a mission statement; (2) identification and recruitment efforts; (3) student needs assessment; (4) instructional services; (5) instructional support services; (6) supportive administrative policies; (7) parental and community involvement; (8) services aimed at dropouts; (9) reporting and followup; (10) staff selection, qualifications, and inservices; (11) program design and implementation; and (12) intrastate/interstate coordination and cooperation. (LP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 368 533

# Program Planner for Migrant Secondary-aged Youth

## National Program For Secondary Credit Exchange and Accrual (NPSCEA)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. R. Cummings

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 019554

# Program Planner for Migrant Secondary-aged Youth

*Developed originally by the*

**Washington State Migrant Education Program**

*Revised by*

**National Program for Secondary Credit Exchange and Accrual**

*Authorized by*

**U.S. Department of Education**
**Office of Migrant Education**

*through*

**Texas Education Agency**

*and*

**Region One Education Service Center**

**1993**

*Developed originally by the*

*WASHINGTON STATE MIGRANT EDUCATION PROGRAM*

*Raul de la Rosa, Director of Migrant Programs*

Planned and Designed by:

Mary Kernel
P.A.S.S. Director
Washington State

and

Rafael A. Cerrillo
Project Success Director

**National Program**
**for**
**Secondary Credit Exchange and Accrual**

National Office
Region One ESC
1900 West Schunior
Edinburg, TX 78539
1-800-456-7232

Eastern Satellite
BOCES Geneseo Migrant Center
Holcomb Building 210-211
Geneseo, NY 14454
(716) 245-5681

Central Satellite
Illinois Migrant Council
28 East Jackson Blvd. 1600
Chicago, IL 60604
(312) 663-1522

Western Satellite
Migrant Child Institute
312 Division
Grandview, WA 98930
1-800-234-4615

For further information call:
1-800-456-7232

This publication is issued to provide information in the public interest under a cooperative agreement between the United States Department of Education and the Texas Education Agency, authorized under Section 1203 of P.L. 100-297. The contents do not necessarily represent official positions or policies of either agency, nor of the subcontractor, Region One Education Service Center.

**Program Planner**
**for**
**Migrant Secondary-aged Youth**

## I. Introduction

A. Academic Needs of Migrant Secondary-aged Youth

B. Overview of Planner Contents

## II. Essential Elements of Succeessful Migrant Secondary Programs

A. Mission Statement

B. Identification and Recruitment of Students

C. Student Needs Assessment

D. Instructional Services

E. Instructional Support Services

F. Supportive Administrative Policies

G. Parental/Community Involvement

H. Dropout Reconnection

I. Reporting/Follow-up

J. Staff Selection/Qualifications/Inservice

K. Program Design & Implementation

L. Intra/Interstate Coordination and Cooperation

**Program Planner**
**for**
**Migrant Secondary-aged Youth**

## I. Introduction

A. Academic Needs of Migrant Secondary-aged Youth

Secondary-aged migrant youth have academic needs that are unique as compared to other student populations. Interruptions of their education due to the mobility associated with migratory families contribute to a breakdown in the continuity of their education. Migrant Education programs can provide opportunities for students to:

- make-up missed/failed school work
- complete partially-completed coursework
- consolidate partial work for credit accrual
- accelerate progress toward graduation
- prepare for competency tests (e.g. TAAS)
- prepare for the GED
- develop English language proficiency
- prepare for post-secondary training/education
- develop leadership skills and enhance self-esteem
- explore career options
- prepare for world of work

B. Overview of Planner Contents

The purpose of this planner is to assist program directors in establishing or enhancing secondary programs for migrant students. The chart format enables the director to review the essential elements of a successful program and to facilitate discussion and planning of each element with staff.

The charts identify the **task**, the **person responsible** for accomplishing the task, the **resources needed** to accomplish the task, and the **timeline** for each task.

Greater detail will likely be necessary in the planning for the different elements of the program. It is hoped that this planner can serve as a starting point for this more detailed planning.

## II. Essential Elements of Successful Migrant Secondary Programs

### A. Develop a Mission Statement

The development of a mission statement is the first step in planning a program. The mission statement can include the beliefs, expectations and goals of the program. It provides a focus for all personnel associated with the program and can serve as a check during both planning and implementation.

Using the following format will assist the director and staff to develop a mission statement. Achievement specifications for a mission statement can be developed by defining the following elements:

| | |
|---|---|
| TASK: | What do we plan to do? |
| PURPOSE: | Why are we doing this? |
| PRODUCT: | What results do we want to achieve? |
| TRANSFORM: | What methods/means/actions/activities are necessary for us to achieve the desired product? |
| FUNCTIONING CAPACITY: | What tools/capabilities/inputs are necessary to engage in the transform and produce the product? |

From the above information, write a statement that will capture the essence of your program's purpose. This is your mission statement. Print it on banners. Let everyone know your program's mission/purpose.

SAMPLE MISSION STATEMENT

Because migrant secondary students encounter unique barriers to their education, we have planned this program with the students' needs as our first priority. We believe that all students can learn regardless of economic status, ethnic heritage or language proficiency. We expect every migrant student in our program to achieve success in his/her education at the secondary level.

## B. IDENTIFICATION & RECRUITMENT EFFORTS

An effective identification and recruitment plan enables the director to know who the potential students are and to promote their participation in the program.

| TASK: IDENTIFICATION AND RECRUITMENT | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Analyze MSRTS Records of previous year for student demographic data | | | |
| Train recruiters in identification and recruitment (ID&R) procedures | | | |
| Identify places to inquire about migrant families and conduct ID&R visits | | | |
| • labor camps | | | |
| • places of employment (farms, plants, etc.) | | | |
| • churches | | | |
| • health clinics | | | |
| • schools | | | |
| • childcare centers | | | |
| • community agencies | | | |
| Conduct homebase registration (recruitment prior to migration) | | | |
| Conduct neighborhood/migrant housing survey/registration (i.e., settled out students) | | | |
| Conduct local school-based registration | | | |
| Prepare (bilingual) newspaper notices | | | |
| Prepare (bilingual) radio PSA | | | |
| Send (bilingual) flyer from school | | | |
| Distribute (bilingual) flyers throughout community (ESL classes, laundromats, stores) | | | |
| (Add your own) | | | |

## B. IDENTIFICATION & RECRUITMENT EFFORTS (continued)

| TASK: ANALYSIS OF DATA | | THIS YEAR | LAST YEAR |
|---|---|---|---|
| Estimated numbers of secondary students by grade. | 7 | | |
| | 8 | | |
| | 9 | | |
| | 10 | | |
| | 11 | | |
| | 12 | | |
| | Out of School | | |
| | Total | | |
| Estimated numbers of secondary students by migrant status | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| | 5 | | |
| | 6 | | |
| | Total | | |
| Arrival and departure times of migrant families | | | |
| | •arrival | | |
| | •departure | | |
| | •number of weeks | | |

## C. STUDENT NEEDS ASSESSMENT

A comprehensive needs assessment will identify academic needs, credit needs, language development needs, proficiency test needs, and support service needs that are important to consider in the program planning.

| TASK: DETERMINE ACADEMIC/ CREDIT NEEDS | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Review documents | | | |
| •Homebase withdrawal forms carried by student | | | |
| •Class schedules or report cards carried by student | | | |
| •MSRTS record review (class schedule, recommended courses and credit accrual section; pay particular attention to partial credit) | | | |
| •U.S. or foreign school transcript | | | |
| Interview/conduct survey of students | | | |
| Telephone homebase school | | | |
| (Add your own) | | | |

| TASK: DETERMINE LANGUAGE NEEDS | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Review data | | | |
| • MSRTS Education Record Sections: test data, language proficiency, language for instruction (Academic English) | | | |
| • Withdrawal forms from homebase school | | | |
| Conduct formal or informal language assessment on site | | | |
| (Add your own) | | | |



BEST COPY AVAILABLE

## C. STUDENT NEEDS ASSESSMENT
(continued)

| TASK: DETERMINE PROFICIENCY TEST NEEDS | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Review MSRTS test data section | | | |
| Review withdrawal forms from homebase school | | | |
| Telephone homebase school | | | |
| (Add your own) | | | |

| TASK: DETERMINE SUPPORT SERVICE NEEDS | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Interview/Survey students to identify non-academic needs | | | |
| •Counseling | | | |
| •Medical/dental | | | |
| •Social services | | | |
| •Employment | | | |
| Coordinate: develop liaisons with allied agencies for referrals | | | |
| Prioritize needs: identify where education fits in the priorities of the student's needs | | | |
| (Add your own) | | | |

## D. INSTRUCTIONAL SERVICES

The student needs assessment will determine the selection of curriculum and instructional format that best supports student success in their educational program.

| TASK: IDENTIFY INSTRUCTIONAL COMPONENTS | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Direct instruction services thru academic credit classes | | | |
| P.A.S.S. Program assisted study courses | | | |
| UT Migrant Student Program correspondence courses | | | |
| Distance Learning courses | | | |
| Proficiency test preparation (e.g. TAAS) | | | |
| English as a second language (ESL) content area instruction (will accrue required content credit) | | | |
| ESL instruction for language acquision only | | | |
| Work/Study Program | | | |
| GED Preparation/Pre-GED study | | | |
| (Add your own) | | | |

## E. INSTRUCTIONAL SUPPORT SERVICES

Adequate support services will facilitate successful completion of the instructional program. Student language needs should be considered.

| TASK: IDENTIFY SUPPORT SERVICES | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Counseling | | | |
| Post-secondary education preparation | | | |
| Opportunity and encouragement to participate in school activities | | | |
| Tutorials (summer, before after school, evening, weekend) | | | |
| Computer Assisted Instruction (CAI) | | | |
| Homework hotline | | | |
| Transportation services | | | |
| Student/performance incentives | | | |
| Career exploration | | | |
| Home/school liaison services | | | |
| Student Advocate/Case Manager | | | |
| Student Leadership Program | | | |
| Food Services | | | |
| Sports/Recreation facilities | | | |
| Child Care | | | |
| Social Service Referral | | | |
| (Add your own) | | | |

## F. SUPPORTIVE ADMINISTRATIVE POLICIES

School policies which show flexibility in meeting the needs of students who are highly mobile will support the succeessful completion of a secondary education program.

| TASK: DEVELOP SUPPORTIVE SCHOOL POLICIES | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Late arrival/early withdrawal options | | | |
| Equal access to courses required for graduation | | | |
| Credit granting/acceptance/exchange of full and partial credits | | | |
| Consolidation of partial coursework for credit | | | |
| Promote credit by examination | | | |
| Proper course/grade placement | | | |
| Alternative program placement | | | |
| Flexible Scheduling | | | |
| (Add your own) | | | |



BEST COPY AVAILABLE

## G. PARENTAL/COMMUNITY INVOLVEMENT

Involvement of migrant parents and the local community will greatly improve student participation and successful completion of the program.

| TASK: INVOLVING PARENTS AND COMMUNITY | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Post program recruitment flyers in strategic areas of the community, using the native language of the parents as well as English. | | | |
| Invite community leaders to attend meeting to acquaint them with the program and discuss ways they can be involved. | | | |
| Hold advertised meeting with parents prior to the start of school to inform them of the concept of credits, program options and the role and rights of parents. | | | |
| Inquire about and discuss with parents the education records and support programs developed by the homebase school. [e.g. Texas Migrant Interstate Program (TMIP) official records packet (red bag) program]. | | | |
| Plan activities for parents to encourage their participation in the program (e.g. open house, awards night) | | | |
| Designate staff who are responsible for assisting parents when they call or stop by for assistance. | | | |
| Send parent information letter home at start of program to explain policies (in parents' language). | | | |
| Send final letter home (in language of parents) with grades/credits (report card) or other academic records issued by the program. | | | |
| (Add your own) | | | |

## H. DROPOUT RECONNECTION

Many secondary-aged migrant youth are not attending regular diploma oriented high school programs and may not have graduation as an educational goal. Migrant secondary programs should consider the needs of these youth and include appropriate instructional, vocational and support services for them.

| TASK: DEVELOP DROPOUT PROGRAMS | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Identify students who are not currently enrolled or participating in schools or programs leading to high school graduation | | | |
| •Review MSRTS education records | | | |
| •Review MSRTS for "enrollment only" data | | | |
| •Identify out of school youth on all Certificates of Eligibility (COE) | | | |
| Develop services for dropout youth | | | |
| •Instructional programs: GED preparation, ESL, Basic (Survival) Skills, Parenting, Enrichment | | | |
| •Vocational programs: employment orientation, work-study, vocational training job placement | | | |
| •Support services: childcare, counseling, self-esteem development, transportation advocacy | | | |
| •Develop collaborations with allied agencies for support services to dropout youth | | | |
| (Add Your Own) | | | |

## H. DROPOUT RECONNECTION

(Continued)

| TASK: DEVELOP DROPOUT PROGRAMS | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Coordinate with or refer youth to allied agencies or programs | | | |
| • BOCES Geneseo Migrant Center (1-800-245-5681) REAL TALK newsletter, Migrant Dropout Reconnection Program (MDRP), scholarship | | | |
| • HEP (High School Equivalency Program) | | | |
| • local GED programs | | | |
| • local ESL programs | | | |
| • literacy programs | | | |
| • Private Industry Council (PIC) programs | | | |
| • JPTA Summer Youth Employment programs | | | |
| • adult education programs | | | |
| • alternative education programs | | | |
| (Add Your Own) | | | |



BEST COPY AVAILABLE

## I. REPORTING/FOLLOW-UP

The program is responsible for reporting and sending student data to next site or homebase and to MSRTS in a timely manner.

| TASK: REPORTING STUDENT DATA | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Enter data on MSRTS record including credit earned, consolidated credit/clock hours earned for unfinished partial credit, and recommended courses. | | | |
| Consolidate partial credits. | | | |
| Send grade/credit documentation (report card) to parents. | | | |
| Send grade/credit documentation to homebase school. | | | |
| Send grade/credit documentation to next school (if not homebase) | | | |
| Fill out transfer forms and contact homebase or next school site for continuation of work for students who have not completed course work. | | | |
| Contact homebase or next school to verify credit acceptance. | | | |
| (Add your own) | | | |

## J. STAFF SELECTION/QUALIFICATIONS/INSERVICES

Proper selection and training of the program staff will ensure effective instruction. Well prepared staff are better able to respond flexibly to student needs.

| TASK | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Advertise for and recruit staff early. | | | |
| Select staff based on student needs assessment | | | |
| Consider the need for these positions: | | | |
| • recruiter/home visitor | | | |
| • teacher | | | |
| • counselor | | | |
| • student advocate/case manager | | | |
| • paraprofessional/tutor | | | |
| • bus driver | | | |
| • director | | | |
| • records clerk | | | |
| Select staff who are sensitive to cultural differences, willing to adapt and change easily, and who have a sense of humor. | | | |
| Select staff based on proficiency in native language of students. | | | |
| Allow contracted days for staff to perform pre-registration tasks, student needs assessment and post program evaluation and data entry tasks. | | | |
| Allow time for staff to prepare for individual student needs. | | | |
| Request inservice support from state or local Migrant Education Program. | | | |
| Provide inservice training in topics relevant to migrant educators (e.g. cultural awareness, cooperative learning, learning styles, semi-independent coursework). | | | |

## K. PROGRAM DESIGN & IMPLEMENTATION

To determine the program design and the strategies for implementation, one must analyze the needs of the students and plan the program to accommodate those requirements.

| TASK: DETERMINE PROGRAM DESIGN AND IMPLEMENTATION | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Identify program model options: | | | |
| • integrated programs (part of regular foundation program) | | | |
| • tutorial programs | | | |
| • distance learning (via satellite) programs | | | |
| • work-study programs | | | |
| • alternative programs | | | |
| • extended day programs | | | |
| • residential programs | | | |
| • others | | | |
| Construct schedule: | | | |
| • regular school term | | | |
| • year-round | | | |
| • summer | | | |
| • day | | | |
| • evening | | | |
| • weekend | | | |
| • before/after school | | | |
| Identify the site: | | | |
| • school building | | | |
| • community sites | | | |
| • migrant camps | | | |
| • universities | | | |
| • homes | | | |
| • other | | | |
| Create school policies: | | | |
| • absence/tardy | | | |
| • discipline | | | |
| • credit granting/acceptance/exchange | | | |

## L. INTRASTATE/INTERSTATE COORDINATION AND COOPERATION

Effective communication between schools and programs providing secondary services to migrant students will enable student to overcome many of the difficulties posed by constant family movement. Cooperation with allied agencies that provide services to farmworkers will maximize resources and avoid duplication.

| TASK: COORDINATION AND COOPERATION | PERSON RESPONSIBLE | RESOURCES NEEDED | TIME LINE |
|---|---|---|---|
| Before program begins, check MSRTS records for information on homebase states and school districts of students. | | | |
| Establish intrastate/interstate secondary credit agreements. | | | |
| As students enroll, notify homebase school districts. | | | |
| Establish an exchange of SEA/LEA staffs between programs sharing students. | | | |
| Coordinate instructional goals and objectives with homebase school districts. | | | |
| Become acquainted with TMIP's parent official records packet (red bag) and add appropriate information at end of program or when student withdraws. | | | |
| Input information into MSRTS record in a timely manner. | | | |
| Identify other programs and organizations serving farmworkers. | | | |
| • Migrant Childcare/Head Start | | | |
| • Migrant Health | | | |
| • Migrant 402 Employment and Training | | | |
| • Migrant Ministries | | | |
| • Farmworker/Rural Legal Services | | | |
| Establish coordination procedures and agreements with allied programs in delivery of services. | | | |